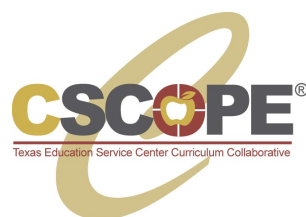


## Exploring Expository Text



## Lesson Preparation

Daily Lesson 14	WRITING	
	TEKS	Ongoing TEKS
<b>Key Understandings</b> and <b>Guiding Questions</b>	E1.13C E1.15Ai-v E1.17Ai-iii E1.17C E1.18Bii	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>• Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres.</li> </ul> <p>— What can writers do to help readers make connections to the text?</p>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Active/passive voice</li> <li>• Verbals</li> <li>• Restrictive/nonrestrictive phrases and clauses</li> <li>• Reciprocal pronouns</li> </ul>	
<b>Attachments and Resources</b>	<ul style="list-style-type: none"> <li>• Teacher Resource: <b>English I Unit 03 Reading Appetizer (1)</b></li> </ul>	
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. In this <b>Instructional Routine</b>, you will be using your example analytical essay draft to model revising sentence structure through the use of active voice, verbals, restrictive and nonrestrictive phrases and clauses, and reciprocal pronouns. Prepare accordingly.</li> <li>3. Refer to: Teacher Resource: <b>English I Unit 03 Reading Appetizer</b>. Prepare accordingly.</li> </ol>	
<b>Background Information</b>	As they revise, students should ensure that:	

Daily Lesson 14		WRITING
		<ul style="list-style-type: none"><li>• Sentences are purposeful, varied, and well-controlled</li><li>• The essay is thoughtful and engaging</li></ul> <p>This Instructional Routine partially assesses Performance Indicator: “<i>After reading an expository text about a specific current event, prepare a visual representation (e.g., slide presentation) to summarize key ideas. In small groups focused on the same event, present the information and synthesize the ideas between the texts. Draw a conclusion about the event and use the writing process to individually write an analytical essay using textual evidence to support understanding.</i>”</p>
Teacher Notes	If your students continue to struggle with the conventions addressed in this <a href="#">Instructional Routine</a> , consider incorporating more direct instruction during the Mini Lesson.	

## Instructional Routines

Daily Lesson 14	WRITING
<b>Duration and Objective</b>	Suggested Duration: 50-60 min.  <u>Content Objective</u> : Students revise analytical essays to incorporate a variety of sentence structures.
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Reading Appetizer</li> <li>2. Review active and passive voice, verbals and nonrestrictive phrases and clauses with students. These were previously taught in Unit 01.</li> <li>3. Display the draft of the teacher analytical essay. <b>Think Aloud</b> to identify places in your draft where incorporating these conventions would add variety to the sentences in your essay.</li> <li>4. Solicit student input to revise sentences for clarity and variety. Point out the places where revision requires a change in punctuation.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. Students revise analytical essays to incorporate a variety of sentence structures.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Ask: <b>Why is it important to use a variety of sentence structures in our writing?</b></li> </ol>